

New York State School Report Card Comprehensive Information Report

BEDS Code: 44-21-15-02-0001
 Name: S.S. Seward Institute
 Principal: Michael Rheume

Grade Range : 6-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	60	83	58
Ungraded Elementary	0	0	0
Seventh	59	60	81
Eighth	76	67	58
Ninth	66	76	67
Tenth	64	60	72
Eleventh	59	62	59
Twelfth	60	57	59
Ungraded Secondary	0	0	0
Total K-12 Enrollment	444	465	454

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	1.4%	8	1.7%	10	2.2%
Black (Not Hispanic)	16	3.6%	19	4.1%	19	4.2%
Hispanic	54	12.2%	69	14.8%	56	12.3%
White (Not Hispanic)	368	82.9%	369	79.4%	369	81.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	24	22	17
Mathematics Grade 8	22	14	8
Science Grade 8	18	21	20
Social Studies Grade 8	24	21	24
English Grade 10	21	17	23
Mathematics Grade 10	27	30	21
Science Grade 10	0	0	10
Social Studies Grade 10	21	17	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.9%	5	1.1%	10	2.2%
Eligible for Free Lunch	45	10.1%	40	8.6%	38	8.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		94.0%		95.5%
Student Suspensions	46	11.4%	64	14.4%	58	12.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	3.6%	4.7%	4.6%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	100%	91%	97%

Staff Counts

Staff	2004-05
Total Teachers	45
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	49	45	52
	Regents Diplomas	25	32	38
	% Regents Diplomas	51%	71%	73%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			4%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	6	0
	Regents Diplomas	0	1	0
	% Regents Diplomas	0%	17%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	3	2
All Students	Total Graduates*	57	51	52
	Regents Diplomas	25	33	38
	% Regents Diplomas	44%	65%	73%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			4%
	IEP Diplomas or Local Certificates	0	3	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	23	22	1	0	6	0	0	0
	Percent	44%	42%	2%	0%	12%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	23	22	1	0	6	0	0	0
	Percent	44%	42%	2%	0%	12%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		2	0.9%	1	0.4%
	Entered GED Program*	1		7	3.0%	3	1.3%
	Total Noncompleters	3		9	3.9%	4	1.7%
Students with Disabilities	Dropped Out	0		1	3.1%	0	0.0%
	Entered GED Program*	2		2	6.3%	2	8.3%
	Total Noncompleters	2		3	9.4%	2	8.3%
All Students	Dropped Out	2	0.8%	3	1.1%	1	0.4%
	Entered GED Program*	3	1.2%	9	3.4%	5	1.9%
	Total Noncompleters	5	2.0%	12	4.5%	6	2.3%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	38	57
	Number of Students with Disabilities	0	12	4
	Number of All Students	0	50	61
	Percent of Enrollment	0%	24%	31%
9-12	Number of General-Education Students	47	51	58
	Number of Students with Disabilities	18	5	7
	Number of All Students	65	56	65
	Percent of Enrollment	26%	22%	25%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	30	97%	23	96%	9	78%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	40	73%	24	88%	44	75%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	3	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	6	100%	4	#
Science	2	#	3	#	3	#
Reading	0	0%	4	#	5	80%
Writing	0	0%	4	#	5	100%
Global Studies	0	0%	5	60%	3	#
U.S. Hist & Gov't	0	0%	6	67%	5	20%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	47	59	54	1	3	2
Number Scoring 55-100	43	51	52	#	#	#
Number Scoring 65-100	41	47	47	#	#	#
Number Scoring 85-100	18	25	22	#	#	#
Percentage of Tested Scoring 55-100	91%	86%	96%	#	#	#
Percentage of Tested Scoring 65-100	87%	80%	87%	#	#	#
Percentage of Tested Scoring 85-100	38%	42%	41%	#	#	#
Mathematics A						
Number Tested	84	75	58	2	1	3
Number Scoring 55-100	57	64	55	#	#	#
Number Scoring 65-100	44	49	45	#	#	#
Number Scoring 85-100	9	11	12	#	#	#
Percentage of Tested Scoring 55-100	68%	85%	95%	#	#	#
Percentage of Tested Scoring 65-100	52%	65%	78%	#	#	#
Percentage of Tested Scoring 85-100	11%	15%	21%	#	#	#
Mathematics B						
Number Tested	25	37	53	0	0	1
Number Scoring 55-100	0	9	27	0	0	#
Number Scoring 65-100	0	6	20	0	0	#
Number Scoring 85-100	0	0	3	0	0	#
Percentage of Tested Scoring 55-100	0%	24%	51%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	16%	38%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	0%	#
Global History and Geography						
Number Tested	60	61	75	3	3	5
Number Scoring 55-100	43	51	68	#	#	4
Number Scoring 65-100	40	46	60	#	#	4
Number Scoring 85-100	10	24	20	#	#	0
Percentage of Tested Scoring 55-100	72%	84%	91%	#	#	80%
Percentage of Tested Scoring 65-100	67%	75%	80%	#	#	80%
Percentage of Tested Scoring 85-100	17%	39%	27%	#	#	0%
U.S. History and Government						
Number Tested	56	57	63	4	3	3
Number Scoring 55-100	46	43	58	#	#	#
Number Scoring 65-100	41	38	52	#	#	#
Number Scoring 85-100	16	11	28	#	#	#
Percentage of Tested Scoring 55-100	82%	75%	92%	#	#	#
Percentage of Tested Scoring 65-100	73%	67%	83%	#	#	#
Percentage of Tested Scoring 85-100	29%	19%	44%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	80	77	58	5	6	3
Number Scoring 55-100	76	74	54	5	5	#
Number Scoring 65-100	68	70	51	5	4	#
Number Scoring 85-100	20	13	8	0	1	#
Percentage of Tested Scoring 55-100	95%	96%	93%	100%	83%	#
Percentage of Tested Scoring 65-100	85%	91%	88%	100%	67%	#
Percentage of Tested Scoring 85-100	25%	17%	14%	0%	17%	#
Physical Setting/Earth Science						
Number Tested	57	80	76	2	5	6
Number Scoring 55-100	46	72	75	#	4	6
Number Scoring 65-100	41	67	73	#	4	5
Number Scoring 85-100	16	25	34	#	0	1
Percentage of Tested Scoring 55-100	81%	90%	99%	#	80%	100%
Percentage of Tested Scoring 65-100	72%	84%	96%	#	80%	83%
Percentage of Tested Scoring 85-100	28%	31%	45%	#	0%	17%
Physical Setting/Chemistry						
Number Tested	25	19	54	0	0	1
Number Scoring 55-100	24	18	49	0	0	#
Number Scoring 65-100	17	15	37	0	0	#
Number Scoring 85-100	4	0	5	0	0	#
Percentage of Tested Scoring 55-100	96%	95%	91%	0%	0%	#
Percentage of Tested Scoring 65-100	68%	79%	69%	0%	0%	#
Percentage of Tested Scoring 85-100	16%	0%	9%	0%	0%	#
Physical Setting/Physics						
Number Tested		14	1		0	0
Number Scoring 55-100		12	#		0	0
Number Scoring 65-100		10	#		0	0
Number Scoring 85-100		1	#		0	0
Percentage of Tested Scoring 55-100		86%	#		0%	0%
Percentage of Tested Scoring 65-100		71%	#		0%	0%
Percentage of Tested Scoring 85-100		7%	#		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	10	13	23	0	0	0
Number Scoring 55-100	9	12	23	0	0	0
Number Scoring 65-100	9	12	23	0	0	0
Number Scoring 85-100	5	9	9	0	0	0
Percentage of Tested Scoring 55-100	90%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	69%	39%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	21	30	20	0	0	0
Number Scoring 55-100	21	29	20	0	0	0
Number Scoring 65-100	20	26	18	0	0	0
Number Scoring 85-100	8	13	7	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	87%	90%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	43%	35%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	53	2%	17%	70%	11%
	Students with Disabilities	5	0%	60%	40%	0%
	All Students	58	2%	21%	67%	10%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	51	51	51	2	2	2	53	53	53
Number Scoring 55–64	#	#	#	#	#	#	6	4	2
Number Scoring 65–84	#	#	#	#	#	#	31	30	30
Number Scoring 85–100	#	#	#	#	#	#	9	11	17
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)